

## Bell Street Middle

600 Peachtree Street  
Clinton, South Carolina 29325

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	591 Students	
<b>Principal</b>	David C. O'Shields	864-833-0807
<b>Superintendent</b>	Dr. Charles H. Lackey	864-833-0800
<b>Board Chair</b>	Myron (Buddy) Hunt	864-833-5773

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	15	26	3

### IMPROVEMENT RATING

### AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Average	Average	No

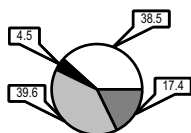
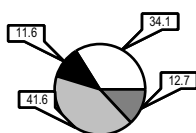
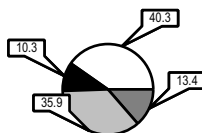
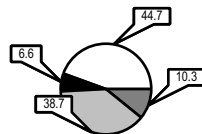
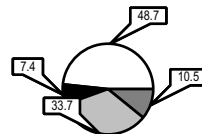
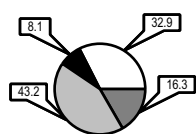
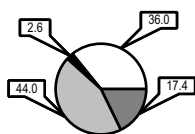
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	565	100.0	38.4	39.6	17.5	4.5	30.4	No	Yes
<b>Gender</b>									
Male	300	100.0	42.4	41.4	13.4	2.8	24.5		
Female	265	100.0	33.8	37.7	21.9	6.5	36.9		
<b>Racial/Ethnic Group</b>									
White	314	100.0	30.2	41.2	21.4	7.1	37.0	No	Yes
African American	235	100.0	49.1	37.3	12.7	0.9	21.9	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	41.7	41.7	8.3	8.3	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	486	100.0	32.2	42.6	19.9	5.3	34.5		
Disabled	79	100.0	75.6	21.8	2.6	0.0	5.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	565	100.0	38.4	39.6	17.5	4.5	30.4		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	559	100.0	38.2	39.6	17.6	4.6	30.6		
<b>Socio-Economic Status</b>									
Subsidized meals	380	100.0	49.2	37.4	12.3	1.1	19.1	No	Yes
Full-pay meals	185	100.0	16.8	44.0	27.7	11.4	52.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	565	100.0	34.0	41.6	12.7	11.6	34.2	No	Yes
<b>Gender</b>									
Male	300	100.0	34.8	43.1	12.1	10.0	31.7		
Female	265	100.0	33.1	40.0	13.5	13.5	36.9		
<b>Racial/Ethnic Group</b>									
White	314	100.0	28.9	37.7	16.6	16.9	41.9	Yes	Yes
African American	235	100.0	41.7	45.6	7.9	4.8	24.6	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	25.0	58.3	8.3	8.3	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	486	100.0	26.9	44.7	14.8	13.6	39.8		
Disabled	79	100.0	76.9	23.1	0.0	0.0	0.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	565	100.0	34.0	41.6	12.7	11.6	34.2		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	559	100.0	33.9	41.7	12.8	11.6	34.3		
<b>Socio-Economic Status</b>									
Subsidized meals	380	100.0	44.0	42.3	9.8	3.8	23.5	No	Yes
Full-pay meals	185	100.0	14.1	40.2	18.5	27.2	55.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	565	100.0	40.2	36.0	13.5	10.4	23.8
<b>Gender</b>							
Male	300	100.0	38.6	36.2	16.2	9.0	25.2
Female	265	100.0	41.9	35.8	10.4	11.9	22.3
<b>Racial/Ethnic Group</b>							
White	314	100.0	30.5	36.7	15.9	16.9	32.8
African American	235	100.0	53.5	34.6	9.6	2.2	11.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	33.3	41.7	25.0	0.0	25.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	486	100.0	32.6	39.6	15.7	12.1	27.8
Disabled	79	100.0	85.9	14.1	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	565	100.0	40.2	36.0	13.5	10.4	23.8
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	559	100.0	40.0	36.0	13.6	10.5	24.0
<b>Socio-Economic Status</b>							
Subsidized meals	380	100.0	51.6	33.9	10.7	3.8	14.5
Full-pay meals	185	100.0	17.4	40.2	19.0	23.4	42.4

<b>Social Studies</b>							
All Students	565	100.0	41.3	38.9	10.0	9.8	19.8
<b>Gender</b>							
Male	300	100.0	40.3	39.7	10.7	9.3	20.0
Female	265	100.0	42.3	38.1	9.2	10.4	19.6
<b>Racial/Ethnic Group</b>							
White	314	100.0	33.4	39.3	12.0	15.3	27.3
African American	235	100.0	52.2	37.7	7.5	2.6	10.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	33.3	50.0	8.3	8.3	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	486	100.0	33.9	43.2	11.4	11.4	22.9
Disabled	79	100.0	85.9	12.8	1.3	0.0	1.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	565	100.0	41.3	38.9	10.0	9.8	19.8
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	559	100.0	41.1	39.1	9.9	9.9	19.8
<b>Socio-Economic Status</b>							
Subsidized meals	380	100.0	51.9	37.7	7.1	3.3	10.4
Full-pay meals	185	100.0	20.1	41.3	15.8	22.8	38.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	281	100.0	42.1	43.2	12.2	2.5	14.7
	8	270	100.0	39.2	39.6	16.9	4.2	21.2
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	37.3	40.7	16.7	5.3	22.1
	8	292	100.0	39.5	38.5	18.2	3.8	22.0
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	281	100.0	36.3	38.5	15.8	9.4	25.2
	8	270	100.0	40.0	40.4	12.7	6.9	19.6
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	28.9	39.9	16.0	15.2	31.2
	8	292	100.0	38.8	43.0	9.8	8.4	18.2
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	39.2	36.5	12.9	11.4	24.3
	8	292	100.0	40.9	35.7	14.0	9.4	23.4
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	273	100.0	42.2	36.9	11.8	9.1	20.9
	8	292	100.0	40.2	40.9	8.4	10.5	18.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n= 591)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	14.7%	Down from 18.5%	14.4%	15.5%
Retention rate	6.3%	Up from 4.5%	3.5%	3.0%
Attendance rate	94.4%	No change	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	Down from 4.0%	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Up from 3.8%	5.4%	4.6%
Eligible for gifted and talented	16.1%	Up from 14.4%	14.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Down from 15.4%	15.4%	13.6%
Older than usual for grade	5.4%	Up from 3.9%	5.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	47.2%	Up from 41.0%	50.0%	51.8%
Continuing contract teachers	72.2%	Down from 82.1%	82.0%	78.1%
Highly qualified teachers	87.5%	Up from 85.3%	89.5%	89.6%
Teachers with emergency or provisional certificates	10.0%	Up from 3.2%	6.9%	6.0%
Teachers returning from previous year	80.5%	Up from 77.8%	85.0%	85.4%
Teacher attendance rate	94.7%	Up from 94.4%	94.7%	94.9%
Average teacher salary	\$37,134	Down 2.4%	\$40,117	\$41,328
Prof. development days/teacher	8.9 days	Down from 10.1 days	11.8 days	11.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	21.0 to 1	21.3 to 1
Prime instructional time	87.6%	Up from 87.4%	88.8%	89.3%
Dollars spent per pupil*	\$6,114	Up 3.2%	\$5,731	\$6,022
Percent of expenditures for teacher salaries*	55.9%	Up from 55.5%	62.5%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.5%	Down from 99.9%	94.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	91.9%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Bell Street Middle School serves approximately 585 students in grades 7 and 8. Our students come to us from a sixth grade center, which draws from our four local elementary schools. The school population is very diverse as Bell Street serves a range of students, from those who require special services to those in the Gifted and Talented program. Because approximately 70% of our students qualify for free or reduced lunch, our school participates in a universal breakfast program which provides breakfast to the entire school population for no additional charge. Our unique population makes Bell Street a great place for students to learn and grow.

Bell Street is one of nine South Carolina schools currently participating in the Milken Teacher Advancement Program (TAP). This program is designed to provide teachers with the opportunity for applied, ongoing professional development based on both teacher and student needs. As part of this program, we participate in an annual program review conducted by the Milken Family Foundation; this year Bell Street had the highest score of any middle school in the state.

Our school also received several noteworthy accomplishments this year. In addition to maintaining our SACS accreditation, Bell Street's School Improvement Council received the Dick and Tunky School Improvement Council Award. This annual award recognizes School Improvement Councils for outstanding achievement and civic engagement on behalf of their school. Our Science Olympiad team was the state champion for the third year in a row and competed in the national competition. All Language Arts teachers participated in the South Carolina Reading Initiative for Middle Grades (SCRI-MG), and all math teachers engaged in a partnership grant with our local college.

Bell Street continued its implementation of several service learning initiatives aimed at enriching our students' lives. Our Student Government Association participated in a national drive to raise funds for leukemia and lymphoma patients, and students also sponsored an annual food drive to benefit local shelters. Science students sponsored a "Water Fest" to expose students throughout the county to a wetlands environment in an effort to increase environmental awareness.

Together with the local community, district leadership, and a well-trained staff, Bell Street offers a unique learning environment that prepares students to become successful and active community leaders.

David C. O'Shields, Principal  
Cindy King, SIC President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	239	103
Percent satisfied with learning environment	90.2%	66.9%	69.0%
Percent satisfied with social and physical environment	90.2%	72.5%	66.3%
Percent satisfied with school-home relations	36.6%	83.1%	52.9%

\*Only students at the highest middle school grade level at this school and their parents were included.